

Research on Ideological and Political Construction and Application of Enterprise Strategy and Risk Management Course based on BOPPPS Mode

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Abstract

At present, ideological and political education has become an important direction of China's college education reform. Courses in colleges and universities education under the background of construction, based on the enterprise strategy and risk management course as an example, the model based on BOPPPS six stages of teaching, the teaching reform of the course how to study, and on how to put forward concrete Suggestions into the ideological elements in the course, in order to realize the political education, from the ideological education in the curriculum goal, Cultivate competent, thoughtful and high-quality personnel.

Keywords

Enterprise Strategy and Risk Management; BOPPPS Mode; Curriculum Ideology and Politics; The Teaching Reform.

1. Introduction

Education undertakes the task of building morality and cultivating people. Since the 18th National Congress of the Communist Party of China, the Party Central Committee has attached great importance to the construction of ideological and political courses. In order to implement the important speech of General Secretary Xi Jinping on education and promote the construction of ideological and political courses in colleges and universities, the reform of ideological and political construction in colleges and universities has become an important direction. At the same time, the employment pressure of college graduates is gradually increasing, and the social demand for talents in management positions is constantly improving. As a talent training place, colleges and universities need to carry out reform and innovation in the teaching of professional courses in the classroom according to the current social development situation and the direction of demand for talents. and implement the responsibility of college teachers to educate people. In this paper, through questionnaire survey, sampling survey and other methods, combined with the requirements of national curriculum ideological and political reform, this paper divides the classroom into six stages to carry out teaching reform with the BOPPPS teaching mode. At the same time, ideological and political teaching is integrated into the classroom, in order to realize students' participatory learning in the classroom, so that teachers' teaching behavior and students' learning behavior are closely combined, and ultimately realizes the organic integration of effective knowledge acquisition and ideological and political construction.

2. Overview of Curriculum Ideological and Political Education

Curriculum ideological and political education is a new thing to deepen the comprehensive reform in the field of higher education in recent years. It is a concept innovation, system innovation and practical innovation to better play the function of "four services" in higher education in the new era. Its core is to integrate the general requirements of the three sentences of "the basic principle of doing things, the requirements of socialist core values, and the ideals and responsibilities of realizing national rejuvenation" into the whole process of all kinds of courses and education and teaching, and all aspects, so as to realize the same direction on cultivating people with morality.

Under the background of the new era, the exploration and practice of curriculum ideological and political education is the overall grasp and comprehensive application of the "three laws" of ideological and political work, teaching and educating people, and student growth. It has important era value and practical significance. Curriculum ideological and political construction is an effective way to better meet the needs of students' development; it is the proper meaning of promoting the construction of the first-class universities of socialism with Chinese characteristics; it is an inevitable requirement for adhering to and developing socialism with Chinese characteristics.

3. Current Situation of Enterprise Strategy and Risk Management Courses

Enterprise strategy and risk management is one of the core courses of financial management. It studies strategic analysis, strategy formulation, strategy implementation, risk management and internal control from the perspective of enterprise operation and management and how to achieve long-term stability. It has the characteristics of comprehensive and situational. At present, the teaching status quo in colleges and universities is mainly based on the teacher's explanation. After summarizing, refining and breaking down knowledge points, teachers give lectures in the form of PPT presentation and oral narration, so that the explanation of knowledge points is more direct. Although this approach achieves the goal of "input" knowledge to students, it is easy to cause the following four disadvantages: first, it is difficult to establish contact between college teachers and students, lack of positive interaction, and students' enthusiasm is not high; Second, in the traditional teaching mode, it is common for students to be addicted to mobile phones and not focus on course learning, which has become a major pain point for college teachers. Third, the lack of after-class knowledge review and review feedback path, teachers find it difficult to understand students' knowledge mastery and application ability; Fourth, the lack of guidance for students to think, students passively accept knowledge points, resulting in knowledge stored mechanically in the brain state, it is difficult to learn practical applications.

4. Curriculum Ideological and Political Design based on BOPPPS Teaching Mode

4.1. Curriculum Ideological and Political Design Ideas

"Enterprise Strategy and Risk Management" is an important professional basic course for college management majors. This course mainly discusses the strategic issues and related risk management problems faced by enterprises from the overall situation of enterprise management. In the teaching, teachers need to be able to analyze the current new cases and hotspots in a timely manner. Therefore, the ideological and political teaching design of this course can start with the following steps. Firstly, the ideological and political elements in professional knowledge are explored according to the teaching materials, and appropriate cases are found. Secondly, the teaching objectives are formulated by combining the knowledge

points and cases. Then, the method of integrating the ideological and political elements into the whole teaching process is studied and explored, and the specific teaching content is determined. Finally, the classroom time is reasonably planned, the teaching process is implemented, and the teaching effectiveness evaluation is completed.

(1) Teaching objectives

BOPPPS teaching mode first highlights the core position of classroom teaching objectives. The other five links, including introduction, pre-test, participatory interactive teaching, post-test and summary, are closely centered on this goal. Ignoring any step in the teaching design will affect the achievement of curriculum objectives to varying degrees. The design of teaching objectives based on curriculum ideological and political education should pay attention to the organic unity of teaching and educating people. It is necessary to profoundly grasp the significance of curriculum introduction and goal planning for curriculum teaching construction. It is necessary to enable students to master the basic knowledge, theory and skills of enterprise strategic management, and have the practical ability to analyze, select and implement the development strategy of enterprises. On this basis, it is necessary to carry forward the socialist core values, spread patriotic and patriotic parties, and actively guide students to think, so that students can develop the spiritual quality of seeking truth, pragmatism, excellence and practical innovation.

Table 1. Knowledge Points Combined with Ideological and Political Education

Item	Knowledge point	Ideological and political content
1	Definition of corporate strategy	Introducing the concept of strategy and tactics in Chinese "Art of War", deepening the understanding of the definition of strategy, enhancing students' recognition of national culture and increasing their cultural confidence.
2	Macro environmental analysis: analysis of National Competitive Advantage (Diamond Mode)	Taking Sino-US economic and trade friction as the background, introducing the analysis of the external macro environment of enterprises, improving student's understanding of the socialist market economy and enhancing student's confidence in the road and system
3	Enterprise resource and ability analysis	The importance of core competence to national development, Guiding students to form their own core competence through learning and development and contributing their own strength to national development
4	Application of SWOT Analysis	Under the background of the new era, SWOT analysis is carried out on Chinese enterprises to exert advantages, overcome weaknesses, and utilize opportunities to resolve threats. Consider the past, focus on the present, focus on the future
5	Basic competitive strategy	5G technology as an emerging industry, Huawei is becoming one of the technical standards makers. Enhancing student's sense of national pride, self-confidence, responsibility and enhancing "four confidence"

(2) Teaching content

Under the traditional teaching mode, the teaching content is completely based on teaching materials and examination syllabus, which is not conducive to the individualized development of students and the cultivation of moral quality. The arrangement of teaching content based on the ideological and political course of "Moral Cultivation" should highlight the ideological and political content that can guide students to carry forward and practice the socialist core values. Especially for courses with the nature of "corporate strategy and risk management", the content of ideological and political teaching is indispensable. Whether it is important

knowledge points or non-key points in professional courses, the teaching content should be expanded and extended. On the one hand, it is necessary to consolidate and improve professional knowledge, and on the other hand, it is necessary to arouse students' profound thinking. Table 1 provides an example of the part of the course "Enterprise Strategy and Risk Management".

(3) Teaching process

The teaching objectives, teaching content and case analysis of each unit are flexibly integrated into the various stages of BOPPPS teaching mode. In lead-in, target, pre-test, participatory learning, post-test, summarize these six stages of full planning time and content, and focus on the convergence of each stage. As shown in Figure 1: Firstly, the ideological and political elements are integrated into the teaching through the introduction of relevant videos and cases in the classroom introduction stage, while clarifying the knowledge and ideological goals of learning to students; then, the pre-test was conducted by using "online + offline" informal questions to understand students' knowledge reserves. Secondly, in the core-participatory teaching stage, group discussion, case analysis, report and scenario simulation can be used to encourage students to actively participate in the classroom, in order to achieve the two teaching objectives in the process of student-centered interactive learning; then, before the end of the classroom, the post-test, test and feedback of teaching results are realized through brainstorming, after-school homework, and random sampling. Finally, students are guided to summarize, consolidate and expand their knowledge with the help of mind mapping.

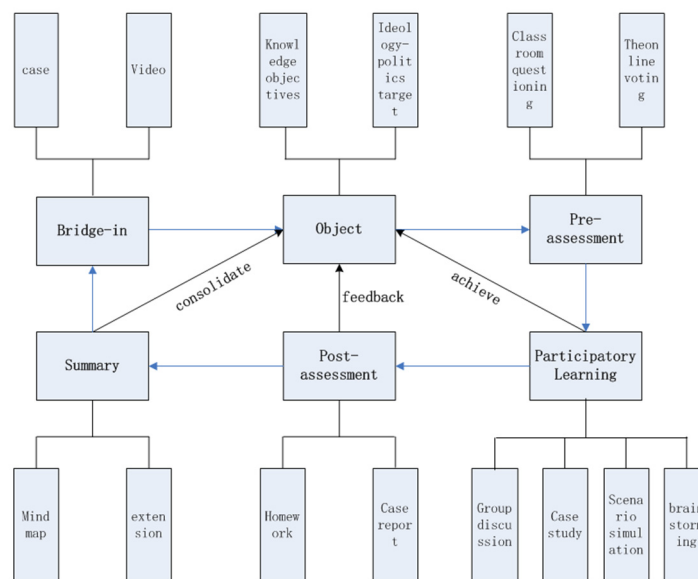


Figure 1. Ideological and political construction flow chart of enterprise Strategy and Risk Management course based on BOPPPS mode

4.2. Concrete Implementation Plan of Curriculum Ideology and Politics

Taking "Blue Ocean strategy" as an example and combining with BOPPPS model, this paper carries out a concrete course ideological and political design.

In the implementation of the above teaching process, first, the overall difficulty of this course is not large, but due to the complex relationship between various knowledge points, students still have some difficulties in preliminary learning. BOPPPS model in teaching is conducive to the formation of good teaching logic, but also pay attention to "participatory learning", "post-test", "summary" to the "goal" of the lead back, to achieve a good overall connection. Second, the main body of the class should be students. In order to stimulate their enthusiasm, the selection and

design of cases should be strengthened. Cases come from life, but the knowledge points contained therein are difficult for students to get in touch with at ordinary times.

Table 2. Concrete implementation of curriculum ideology and Politics in BOPPPS model -Blue Ocean Strategy

Stage	Teaching content: Blue Ocean Strategy
Bridge-in (4 minutes)	<p>ideological politic elements: <i>National Treasure Archives</i> video of the party choosing rural areas as revolutionary base, the blue Ocean strategy is elicited from the top ten hot words of 2020</p> <p>Social scene: Michelle Ice City takes the route of high-cost performance of drinks and stands out in the milk tea industry</p>
Object (3 minutes)	<p>Learning objective: What is blue ocean, why to implement blue ocean strategy, how to rebuild the market boundary?</p> <p>Ideological and political objective: break conventional thinking, look at problems from the perspective of development, master the overall concept</p>
Pre-assessment (4 minutes)	<p>Task for teachers: ① Online questionnaire to select which of the following cases belong to successful derolling</p> <p>② Informal questioning students how to reduce vicious competition in learning work</p>
	<p>Task for Learners: filling out the questionnaire and answering questions according to their own reality</p>
	<p>Teaching medium: Questionnaire star platform ,QQ group voting program</p>
Participatory Learning (25 minutes)	<p>Task for teachers: ① contrast between blue sea and Red Sea, connotation of blue Sea strategy, basic rules of rebuilding market boundary (14 minutes)</p> <p>② Organize group discussion——how to plan the blue ocean strategy in the long run (5 minutes)</p> <p>③ Put forward scenario simulation. If you are the manager of beauty brand "Herborist", what measures should you take to expand the non-competitive market (6 minutes)</p>
	<p>Task for Learners:①Listen to lectures and take notes on basic principles</p> <p>② Group discussion, analysis of future development trend, reasonable planning of life path</p> <p>③ After analyzing the situation of the enterprise, the blue ocean strategy is simulated</p>
	<p>Task for teachers: Organizing Brainstorming Activities Based on Basic Knowledge</p> <p>Task for Learners: Doing exercises after class</p> <p>Teaching media: textbooks, PPT</p>
Post-assessment (5 minutes)	
Summary (4 minutes)	<p>Mind Map: Summary of Knowledge Points by Logic of "What", "Why " and "How"</p> <p>Extension: There is no other way to open up the blue sea market than the above basic principles</p>

5. Implementation Effectiveness and Feedback

In the teaching design of this course, in order to understand the implementation effect of teaching reform, the test results of this teaching are compared with the teaching situation under the traditional mode, and a sample survey and questionnaire survey are designed. The survey objects were students majoring in financial management in our school. There are 228 people in

this major, so we collected a total of 201 questionnaire results through the Questionnaire Star platform, of which 191 were valid questionnaires. The questionnaire is mainly aimed at students' evaluation of the ideological and political teaching of the course "Enterprise Strategy and Risk Management" based on the BOPPPS teaching model. A total of seven questions are designed, which are mainly divided into three aspects. Firstly, it is aimed at student's familiarity with BOPPPS teaching mode and ideological and political elements. Then it is to understand student's recognition of the implementation of BOPPPS teaching mode and ideological and political construction. Finally, it is to collect students' specific help about this teaching mode for their own professional courses. Through the collected questionnaire results, we can roughly understand the student's satisfaction with BOPPPS teaching mode and some of their own views. It has a good basis for analyzing the implementation effect of this teaching design, and also provides some ideas for the improvement of subsequent course design.

5.1. Analysis of the Effect of Teaching Implementation

(1) Students' knowledge mastery level has been improved

Compared with the previous learning assessment under the traditional teaching mode, the teaching that combines the BOPPPS teaching mode and ideological and political construction, whether it is a classroom test or a final assessment, has improved the degree of completion and accuracy. Under the traditional mode of classroom test, there are some students do not complete in time or the degree of completion is not high, but the teaching shows the students' test completion is significantly higher than the traditional mode of test and the completion can reach more than 95%. This also shows that students will have a higher concentration and a stronger interest in completing some tasks in the classroom, and the level of knowledge mastery will also be improved. More than 80% of the students in the questionnaire said BOPPPS teaching was helpful to their professional courses, while 60% of the students said that their classroom participation was improved, and 31% of the students said that classroom coherence was enhanced. The richness and interest of the classroom brought by BOPPPS teaching will greatly help the students' overall learning status, and the most important thing is that the students' mastery of knowledge has been further improved.

(2) The integration of ideological and political elements into the classroom has achieved good results

In fact, teaching design has incorporated ideological and political goals into the scope of teaching, guiding students to establish correct values, firm ideals and beliefs, and have good moral values.

The results of the questionnaire showed that 85.71% of the students said that the integration of ideological and political elements into the classroom would greatly help their ideological growth. Students said that the integration of ideological and political elements into the classroom is more likely to resonate with them, and they have more thinking about individuals and society. Students not only gain knowledge in the classroom, but also some of their own views and attitudes will have a subtle influence. It can also be seen that students are in favor of the change of integrating ideological and political elements into teaching, and ideological and political education has achieved good results. In the future teaching design, we will continue to deepen classroom ideology and politics, put ideological and political work throughout the entire teaching process, cultivate students' comprehensive development of learning and thinking, and guide students to not only learn professional knowledge, but also let them know why they learn.

5.2. Feedback on the Effect of Teaching Implementation

In addition to the online questionnaire star survey, we also adopted a sample survey method. We invited some students to fill in the feedback about this teaching, focusing on reflecting some of the students' views on this teaching design.

The feedback is first reflected in the teacher's teaching method. Most of the students mentioned that the teacher's teaching method has become more diverse, and their interest in the classroom has increased. The BOPPPS teaching model divides the classroom into six stages, making classroom teaching more hierarchical, and combining the design of ideological and political elements, it is easier to arouse students' interest than the traditional model. In addition, some students said: It is very interesting to conduct case analysis and brainstorming in the classroom. Combined with specific real-time cases, use what they have learned in the classroom to analyze; when brainstorming, they can constantly stimulate some new viewpoints and ideas in the conversation. It can be seen that students' thinking in the classroom is in an active state, and they are more actively involved in classroom teaching. Students from the previous passive acceptance to the current active participation, the classroom effect has been improved.

From the feedback content, most students still affirmed the combination of BOPPPPS teaching mode with ideological and political teaching, especially their classroom participation and interest have been significantly improved. Combined with the questionnaire survey and the comparison of the traditional model test, this also shows that the teaching reform has achieved good results.

6. Summary and Reflection

Based on practice and exploration, focusing on improvement and improvement, it is helpful to summarize and reflect on the essential connotation of curriculum ideological and political construction, construct system and evaluate the effectiveness, and promote the sustainable and comprehensive development of curriculum ideological and political construction and high-quality development.

(1) The essential connotation of curriculum ideology and politics

The essence of curriculum ideology and politics is to cultivate people by virtue, insist on learning by virtue and teaching by virtue, and pay attention to strengthening the education and cultivation of students' world outlook, outlook on life and values. Therefore, in the course of ideological and political practice in colleges and universities, we should firmly grasp its connotation and start from the actual situation of students and every opportunity in class. We should resolutely avoid any phenomenon of thinking about politics for the sake of thinking about politics, or any "special thinking about politics" phenomenon, that is: specialized courses spend five to ten minutes talking about politics.

(2) Construction system of curriculum ideology and politics

The construction of curriculum ideology and politics is a systematic, comprehensive and basic project, which needs to make concerted efforts from the aspects of curriculum system, teaching material system, teaching staff system, school responsibility system, policy guarantee system and so on. Admittedly, the construction of curriculum ideology and politics is not only about teachers' teaching guidance and students' participation in class, but also about the supervision and promotion of school leaders at all levels and the guarantee of national systems and mechanisms. It should be implemented in all aspects and at all stages and actively promoted.

(3) Evaluation of the effectiveness of ideological and political courses

The "Guidelines for the Ideological and Political Construction of Curriculum in Colleges and Universities" issued by the Ministry of Education pointed out that it is necessary to establish and improve a multi-dimensional assessment and evaluation system and supervision and

inspection mechanism for the effectiveness of curriculum ideological and political construction. It is necessary to emphasize not only the result evaluation, but also the process evaluation of "value-led". Process evaluation should start with the participatory interaction between teachers and students. Outcome evaluation should start from two aspects of students' subjective feelings and actual gains. It should not only assess the absorption effect of students' professional knowledge in the classroom, but also examine the positive impact of the classroom on students' subjective cognition.

Acknowledgments

Fund Project: "Research on the Application of Resource and environment Audit based on Big Data Visualization Technology" (Project No.SXQHJH018); Science and Technology Strategic Cooperation project of Nanchong City, Sichuan Province, "Research on expenditure Control Early Warning of Administrative Institutions in Nanchong City based on machine learning" (project number: SXQHJH017); Southwest Petroleum University 2020 First-class Undergraduate Course Cultivation and Construction Project "Southwest Petroleum University First-class Undergraduate Course Cultivation and Construction Project" Basic Accounting "Online and Offline Hybrid First-class Course Construction Project"; The 20th Extracurricular Open Experimental Project of Southwest Petroleum University in 2022 "Teaching Reform and Application research of Enterprise Strategy and Risk Management Course Based on BOPPPS Teaching Mode" (Project No. : NKSP22165).

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